

English

What to Practise ~ How you can help at home

Speaking and Listening ~ we will continue to work on listening with sustained concentration and building new stores of words in different context, such as in science, history, DT, geography, philosophy etc. In these contexts and lots of others, including sharing and review time, we will ask and answer questions, make relevant contributions, offer suggestions and take turns in conversation.

Phonics and Grammar ~ We will continue to revise all the phonic sounds we have already learned and the letters that represent them, using them in our reading and writing. We will also learn practise and use the alternative letters used to represent the same sound ~ for example 'ai' as in 'rain', 'a-e' as in 'gate' and 'ay' as in 'play'. We will learn our split digraphs and trigraphs. We will use the phrase 'looks different, sounds the same' and discuss general rules, like 'ai' is often in the middle of words and 'ay' often at the end. As well as long vowel A we will also learn long E, I, O and U and other alternatives like 'er', 'ir', 'ur' and 'ou' and 'ow'. You will notice these phonic sounds in your child's reading books. This is great! Please look out for them and spot them when ever you can (like when you are reading to them or on the cornflakes (long a-e as in flakes or i-e in rice). We will learn about nouns, verbs and adjectives. We will also learn about adding ing.

Reading ~ We will read and talk about stories every day. We will also enjoy and learn a range of poems and rhymes. We are practising our tricky Tess words every day so children can just see them and say them at a glance. We will read and enjoy stories about playgrounds and parks, linked to our learning in science and DT. These will include fun 'spot the difference' books, stories and information books. We will use our information books, Discovery Learning platform and the internet to carry out carry out research and explore further. Children will read in a small group each week and then bring their book home to read and re-read to you.

Writing ~ In writing we will continue to focus on developing our handwriting, joining as we write. We will research toys using Publisher and then create and label our own designs. Each Monday we will write about our sharing news . We will share and write rhymes and poems. We will make up our own playground\park stories linked to DT and write poems about the park. Spelling ~ we will revisit adding 'ing' to words and learn about adding 'ed', 'er' and 'est'. Punctuation ~ we will focus on full stops, capital letters, spaces and ?! Captain Capital, Super spacer Fearless Full stop and friends will help us with this.

Talk together as often as you can. Listen to what your child has to tell you. Encourage them to ask questions. Find things out together. All the conversations you have are giving your child more vocabulary to use and they will pick up and use the phrases and sentences you use too.

Practise the phonics we send home, especially the sound keyrings and mats. Notice them in reading books and words you see around. Talk about them. Say the sounds that these letters make but when saying the letters for these sounds use the NAMES of the letters. The sounds with 2 letters (for example ai as in train) are called di-graphs and the sounds with 3 letters (for example igh as in high) are called trigraphs. We are learning these words. Your child will bring keyrings home. Please practise sounding out and blending the words. This will make a huge difference.

Read every day or as close to this as you can. Re-read your child's book and read other books and stories to your child, talking about what you are reading and new words you find. Write in your child's learning log.

If your child is writing at home help them to form and join their letters correctly and to write them on the line with tall letters tall and hanging down letters hanging down. Always use capital letters for names and the names of places. Practise spellings. Thank you.

Communication, Language and Literacy, Reading and Writing ~ What we will be learning

What to Practise ~ How you can help

Speaking and Listening We continue to have lots of opportunities every day to speak with and listen to each other. We are developing our active listening skills, using body language to show we are interested in what is being said. We are developing the range of word we know across all our learning and in assembly times and review times, when we talk with our older buddies. We have lots of opportunities to develop our vocabulary and speaking and listening in our play and planning time.

Phonics We will practise all the sounds we have learned so far, listening for them in words. We are developing our sounding and blending skills to read words and begin to represent them in our writing. We are learning Basics 3 phonics These are the sounds we will be learning ~ j, v, w, x, y, z, zz, qu, consonant digraphs: ch, sh, th, ng, vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er. We are practising our tricky Tess words every day so children can just see them and say them at a glance.

Reading We love sharing stories and this term, as well as our daily stories, poems and rhymes, we will be focusing on stories about playing at the park, linked to our focus on playgrounds, in science and DT. These will include spot the difference books and stories, including wordless books, which encourage and develop speaking and listening skills. We will use information books and the internet to explore playgrounds from around the world and we will have fun in our own natural playground at forest school. We will make up our own stories which will be so much fun! Your child will read their reading book in small group reading and reading buddies each week. They will then bring their book home to read with you. Please read and re-read this book every day and practise any words that come home.

Writing We are learning to form our letters and beginning to remember which family of letters they belong to. We do shared and modelled writing together and are talking about letters, words and sentences. We are providing purposeful, relevant writing opportunities and encouraging your child to compose what they would like to write. We are starting to form simple words we can sound out, like 'hat', 'fish', 'and' and to learn words that are tricky like 'I' and 'the'. We are also scribing for children so they can see writing modelled (they tell us what they want to write and we write it for them).

Talk together as often as you can. Have turn taking conversations. You need to make time for this, which could be as you are walking or driving to and from school, eating breakfast or tea together, going for a walk, doing things at the weekend. Listen to what your child has to say and respond and if you don't know the answer to those fantastic questions they ask tell them and you can find out together! go to the park and talk about everything you see and do!

Practise the sounds book every day and the keyrings ~ your child will have one with Phase 2 sounds on and then get another one with Phase 3 sounds. Move from the sound book to the keyring so your child can just see the letter\letters and say the sound they make. Children will also have keyrings with simple words to practise sounding and blending with you at home.

Notice words and logos on vans, cereal packets, cards and so on. Read often to your child ~ talk about the pictures\what is happening, predicting what might happen next and why. Read your child' reading book with them every day if you can. This makes so much difference. Encourage them to read with other family members. Make sure you have no TV\devices switched on at the time as this could distract your child when you are reading.

Support your child to listen for sounds in words. Model writing for them if you can. Scribe for them if they ask you to and encourage them to have a go. Keep in mind letter families so your child learns to form letters correctly.